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ABSTRACT

This curriculum guide provides the basic curriculum components required to develop lesson plans that address the learning outcomes for the area of machine transcription. It is not a complete, self-contained curriculum. Instead, the guide provides the teacher with a number of informational items related to the learning outcomes and allows him/her the flexibility to design instructional activities, select resources, and deliver instruction most appropriate for the learner and learning environment. Information for the teacher includes suggestions for development of instructional activities, instruction, and evaluation of learner performance. This area of study is divided into 2 units--basic concepts and transcribing business correspondence--and 7 and 16 learning outcomes, respectively. Each learning outcome is divided into one to seven associated tasks. For each task these types of information are provided: performance standard; required tools, resources, equipment, and situations; performance steps (where applicable); and enabling objectives. Representative topics upon which learning outcomes focus include machine transcription in business; proofreading; transcription skills; career opportunities; machine transcription media and equipment; the work station; listening skills; grammar skills; development of foot, ear, and hand coordination; use of reference materials; business letter styles; daily logs; and human relations skills. (YLB)

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VOCATIONAL EDUCATION CURRICULUM GUIDE

BUSINESS EDUCATION

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Program Improvement Through

C·B·V·T·E

Competency Based Education

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Preface

The concept of competency based vocational-technical education has been supported by the Bureau of Vocational, Technical and Adult Education for a number of years. Since the early 1970's, the State has sponored the development and dissemination of numerous competency based curricula through the State Vocational Curriculum Laboratory. With the recent development of the State Master Plan for Public Education, however, the need to move rapidly toward systemwide adoption of this instructional concept in all schools is mandated by State Board of Education Policy.

According to the State Master Plan for Public Education, all instructional programs are to be learner oriented and described in terms of high quality, measurable, student centered outcomes (learning outcomes). In essence, this policy reinforces the competency-based vocational education philosophy.

Consistent with our current efforts in encouraging the implementation of vocational education learning outcomes, we have prepared this curriculum guide to assist vocational teachers as they prepare lesson plans that are reflective of the mandated core curriculum and defensible in terms of an equitable, quality vocational program.

Additional copies of this curriculum guide may be obtained from the:

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: (304) 372-7021
Toll Free: 1-800-WVA-JOBS (in state)

Any suggestions you have for improving this material may be sent to your Vocational Curriculum Laboratory. Through this feedback, we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

The contents of this guide provide the basic curriculum components required to develop lesson plans that address the learning outcomes for this particular area of study. As such, this guide is not intended to be a complete, self-contained curriculum. Instead, the teacher is provided a number of informational items related to the learning outcomes and allowed the flexibility to design instructional activities, select resources and deliver instruction most appropriate for the learner and learning environment.

Specifically, this curriculum guide is organized in the following manner:

Units of Instruction (Where applicable)

A unit of instruction is a group or cluster of related learning outcomes that have been placed together for their similarity or main idea of task accomplishment. An example of a Unit would be Shielded Metal Arc Welding within the welding and cutting area of study.

Learning Outcomes

A learning outcome, oftentimes synomous with a competency statement, is a concise description of the curriculum in terms of desired learner behavior. Such statements are measurable, may contain one or more tasks and be action oriented. All approved learning outcomes for vocational education have undergone a strigent verification process with input from teachers and representatives of the business and/or industrial sector.

The approved learning outcomes for a specific vocational education area of study represent the core competencies of what has been identified as a quality vocational education experience. They do not, however, represent the entire instructional program for any area of study. It is hoped that all vocational instructors and local educational agencies will provide learners with educational experiences that exceed the "core competencies" identified through the learning outcomes.

Associated Tasks

A task represents an identifiable behavior that (1) has a purpose; (2) has a definite beginning and ending; (3) contains two or more steps none of which is a restatement of the original task statement if in the psychomotor domain; and (4) has a standard of performance which can be defined, described and verified. Learning outcome statements may be on the task level or may contain two or more independent tasks.

Examples of task/behavior statements are:

1. Chase external pipe threads.
2. Bleed diesel fuel system.
3. Use common standard medical abbreviations.
4. Prepare a resume.
5. Plan food experiences suitable for young children.

Performance Standards

The Standard is defined as criteria for assessing if tasks are performed or demonstrated as either acceptable or unacceptable. The performance standard communicates to the learner the quantity and quality of how well he or she is expected to complete the task. The standard can be stated in terms such as actual percentage of achievement, the accuracy expected, the number of errors permitted, the time allowed to complete the task, the degree, or any other appropriate level at which achievement is anticipated. The standard should be based on the performance level needed on the job.

Examples of standards are:

1. The circuit board must operate within the tolerances of the circuit design.
2. The estimate must be within + or -5% of that figured by the instructor.
3. Contacts must open when more than 125% of rated current value is made to pass through the overload relay heating element or coil.
4. The installation must be complete and each conductor must be terminated according to the schematic drawing of the design.
5. The motor must carry the load without being overloaded; the directions of rotation must be correct; belt must have a deflection of between 3/8" or 1/2".

Tools, Equipment, Resources and Situation(s)

Situation(s) is defined as the limiting constraints under which actions are to occur. The circumstances or restrictions imposed on the learner when he or she is demonstrating the behavior must be defined. Frequently, the conditions identify the testing situation used to determine learner achievement of the standard. Tools and equipment are the materials needed to perform the task being addressed in each performance standard.

Performance Steps

Performance steps are a series of steps required to perform a psychomotor task. The steps (1) are arranged in the sequence ordinarily followed on the job, (2) have a concise start and close, (3) are limited to the accompanying task statement, and

(4) are self-supporting and do not refer to actions beyond the task performance. Performance steps developed for each task are used to determine the enabling objectives and steps and procedures for performance checklist(s) to be utilized in assessing learner mastery of the task.

Enabling Objectives

Enabling objectives reflect the knowledges, attitudes and related skills the learner must possess in order to complete the task to the specified standard(s). As such, enabling objectives are derived from an instructional analysis of the task and/or performance steps and are stated in measurable terms of student performance.

Terms such as "define verbally," "construct," "diagram" and "list" are used to express enabling objectives, rather than obscure verbs like "know," "learn" and "understand". Examples of acceptable enabling objectives are:

1. List verbally the parts of a voltmeter.
2. Define Ohm's Law.
3. Explain relevant safety precautions and procedures.
4. Discriminate between types of life insurance policies.

Given this information for each outcome statement, the instructor is encouraged to develop the following components for lesson planning, delivery and evaluation.

Develop Instructional Activities

Instructional activities should be designed to provide the learner with experiences related to the enabling objectives, cumulating in successful task performance. The instructional activity section of a curriculum should contain a variety of strategies designed for the learners' varying learning styles and rates.

Consideration should be given to age, ability levels, educational levels, varied learning styles, individual interests, career goals, and emotional needs when developing the instructional activities. Activities should include suggestions for large groups, small groups and individual methods. The use of small groups may help students attain the skills, knowledge and attitudes associated with each task by making them (1) feel adequate and physically competent when they lack the necessary background information and experience; (2) feel a sense of security through the reenforcement of positive group attitudes; (3) gain confidence and discover that they are an essential part

of a team engaged in the learning-teaching process; (4) learn to work without direct supervision, and (5) vary instructional routines away from lecture or other full-class methods.

Identify Appropriate Instructional Resources

Instructional resources should be identified for each instructional activity and should be designed to help convey the message of the task and enabling objective(s). Attempts should be made to utilize modern instructional technology (i.e. television, computers, videotapes, etc.) as much as possible in delivering the message desired. However, caution is advised in limiting the suggested resource section to only one alternative; due to the differing availability of resources between like programs across the state.

Provide Instruction

Many misconceptions exist about how an individual teacher must manage the instructional process when utilizing the competency based approach. Oftentimes CBE is considered synonmous with individualized instruction, wherein the instructor becomes the instructional manager of the educational process instead of the more traditional view of the teacher. Such misconceptions have led many educators to renounce competency based education as a means by which the teacher loses control and direction over the instructional process and is relegated to merely a role of record keeper.

The underlying concept of competency based instruction, however, does not dictate specific instructional procedures and methodologies, but rather assures that those skills, knowledges and attitudes deemed essential for job success are taught, mastered to acceptable standards and documented. How this instruction is managed within the classroom, be it on a large group, small group or individualized basis should be left up to the instructor.

The content of the task itself and the enabling objectives dictate what should be taught. Thus, the instructional activities and supporting resources identified in the instructional plan must be designed to accommodate learner mastery of the subject matter. Where appropriate, this instruction may involve large group activities, smaller group participation and/or solely individualized study.

Where substantial diversity exists between ability and skill levels of the learners within a class, arrangements should be made to structure learning activities that accommodate this difference. This type of instructional arrangement is particularly crucial, given that one of the major premises of competency based instruction is that the learner be allowed to progress at his/her own pace and that this progression be based upon successful mastery of sequential competencies.

Also, another major consideration that must be given to providing competency-based instruction is the development of a mechanism whereby learners, due to prior experience or instruction, be allowed to "test out" on skills already attained without undue duplication of effort. This situation is most often addressed through the use of pretests prior to formal instruction.

*Evaluate Learner Performance

Evaluation of learner performance is one of the most critical steps in the instructional process. Criterion-referenced evaluative measures are advocated over the traditional norm-referenced approach due to the importance of all learners being able to perform to specialized standards. As such, the evaluation of learning outcomes and their related tasks should include means of assessing learner mastery of the knowledges, attitudes, and skills outlined in the enabling objectives and regarded as essential for completion of the learning outcomes/tasks, and also, learner performance of the learning outcomes/tasks to the performance standard.

In order to adequately evaluate learners, consideration must be given to constructing testing situations that address any or all of the three domains of learning encompassed within the learning outcome or task (i.e., psychomotor, cognitive, and affective).

*Note: The Bureau of Vocational, Technical and Adult Education is currently in the process or has developed comprehensive test item banks (written and performance) for a number of vocational education areas of study. For information relative to the availability of these item banks, contact the Assistant Director, Curriculum and Personnel Development.

Guide Coding System

Example: 4.2.3

4. - unit designation
2. - learning outcome under unit
3 - task under learning outcome

VOCATIONAL EDUCATION CURRICULUM GUIDE

MACHINE TRANSCRIPTION

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PROGRAM OF STUDY: BUSINESS EDUCATION

AREA OF STUDY: MACHINE TRANSCRIPTION

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.1 Understand the value of machine transcription in business.

TASK(S):

1.1.1 Identify three common methods of originating correspondence and reports in business.
1.1.2 Compare three methods of origination--longhand, shorthand, and machine dictation--in terms of time, money, and skill required.

TASK:

1.1.1 Identify three common methods of originating correspondence and reports in business.

PERFORMANCE STANDARD:

Student must describe accurately the use of longhand, shorthand dictation, and machine dictation in originating correspondence and reports in a business office.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Describe history and importance of longhand as a method of originating correspondence and reports.
2. Describe history and importance of shorthand dictation as a method of originating correspondence and reports.
3. Describe history and importance of machine dictation as a method of originating correspondence and reports.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME

1.1 Understand the value of machine transcription in business.

TASK:

1.1.2 Compare the three methods of origination--longhand, shorthand, and machine dictation--in terms of time, money, and skill required.

PERFORMANCE STANDARD:

Student must list three advantages of machine dictation over longhand and shorthand as a method of originating correspondence and reports.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. List advantages and disadvantages of longhand origination.
2. List advantages and disadvantages of shorthand dictation as a method of origination.
3. List advantages and disadvantages of machine dictation as a method of origination.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME

1.2 Improve English and proofreading competencies.

TASK(S):

1.2.1 Apply rules for punctuating business communications correctly.
1.2.2 Apply rules for correct pronoun usage and subject/verb agreement.
1.2.3 Demonstrate ability to spell correctly words commonly used in business.
1.2.4 Apply rules for correct expression of numbers, word division, and capitalization.

TASK:

1.2.1 Apply rules for punctuating business communications correctly.

PERFORMANCE STANDARD:

Student must find and correct punctuation errors in business letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Distinguish between a clause and a phrase.
2. Distinguish between dependent and independent clauses.
3. Define simple, compound, complex and compound-complex sentences.
4. Distinguish between restrictive and nonrestrictive clauses.
5. State rules for use of comma and period in business communications.
6. State rules for use of hyphen and dash.
7. State rules for use of colon and semicolon.
8. State rules for use of apostrophe and quotation marks.
9. State rules for use of question mark and exclamation point.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.2 Improve English and proofreading competencies.

TASK:

1.2.2 Apply rules for correct pronoun usage and subject/verb agreement.

PERFORMANCE STANDARD:

Student must find and correct errors in pronoun usage and in subject/verb agreement in business letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Identify rules for using correct case and number of pronoun.
2. Identify rules for agreement of subject and verb in sentence.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.2 Improve English and proofreading competencies.

TASK:

1.2.3 Demonstrate ability to spell correctly words commonly used in business.

PERFORMANCE STANDARD:

Student must detect spelling errors in business letter(s) and supply correct spelling for words misspelled.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Demonstrate ability to spell correctly 100 most commonly misspelled words.
2. Demonstrate ability to distinguish between words easily confused.
3. Prepare running list of words misspelled in school assignments.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME

1.2 Improve English and proofreading competencies.

TASK:

1.2.4 Apply rules for correct expression of numbers, word division, and capitalization in business communications.

PERFORMANCE STANDARD:

Student must be able to identify errors in expression of numbers, word division, and capitalization.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. State rules for dividing words correctly at end of line(s).
2. State rules for correct use of capital letters in business communications.
3. State rules for expressing numbers correctly in business communications.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.3 Develop occupational skills to transcribe messages from recordings.

TASK(S):

1.3.1 Demonstrate good listening techniques.
1.3.2 Confirm facts by checking dates, figures, names, and addresses in dictated material.
1.3.3 Record dictated instructions.

TASK:

1.3.1 Demonstrate good listening techniques.

PERFORMANCE STANDARD:

Student must be able to answer questions on content after listening to prerecorded paragraph.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain importance of listening carefully to dictation.
2. Organize dictated instructions mentally.
3. Distinguish between dictation and background noise.
4. Infer words that are garbled from contest of material being transcribed.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.3 Develop occupational skills to transcribe messages from recordings.

TASK:

1.3.2 Confirm facts by checking dates, figures, names, and addresses in dictated material.

PERFORMANCE STANDARD:

Student must locate errors in fact in typewritten letter.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain importance of checking facts contained in dictation.
2. Locate spelling of names of cities and states in standard dictionary.
3. Correctly add column of figures.
4. Use zip code directory to obtain zip codes for addresses.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME

1.3 Develop occupational skills to transcribe messages from recordings.

TASK:

1.3.3 Record dictated instructions.

PERFORMANCE STANDARD:

Student must record in written form instructions concerning formatting and addressing letters.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain need for putting in written form all instructions given on tape or in person.
2. Organize mentally instructions from dictator and summarize in own words.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.4 Exhibit an awareness of machine transcription career opportunities.

TASK(S):

1.4.1 Describe career paths available in business for persons with machine transcribing skills.
1.4.2 Describe career opportunities in specialized fields for persons with machine transcribing skills.

TASK:

1.4.1 Describe career paths available in business for persons with machine transcribing skills.

PERFORMANCE STANDARD:

Student must describe career opportunities for machine transcriptionists in business.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. List kinds of businesses in which machine transcription may be used.
2. Trace career paths for machine transcriptionists in business information processing centers.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.4 Exhibit an awareness of machine transcription career opportunities.

TASK:

1.4.2 Describe career opportunities in specialized fields for persons with machine transcription skills.

PERFORMANCE STANDARD:

Student must describe use of machine transcription in three specialized areas.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Describe need for machine transcription in medical field.

2. Describe ways machine transcription may be used in legal offices.
3. Describe uses for machine transcription in field of technology.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.5 Understand the various types of machine transcription media and equipment.

TASK(S):

1.5.1 Distinguish between centralized and decentralized transcribing systems.
1.5.2 Describe three types of discrete media used in machine transcription.
1.5.3 Describe endless loop media.
1.5.4 Demonstrate knowledge of desktop dictation equipment, portable dictation equipment, and centralized dictation/transcription equipment.

TASK:

1.5.1 Distinguish between centralized and decentralized transcribing systems.

PERFORMANCE STANDARD:

Student must understand and be able to list advantages and disadvantages of centralized and of decentralized transcribing systems.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Define centralized transcribing system.
2. List advantages and disadvantages of centralizing transcribing system.
3. Define decentralized transcribing system.
4. List advantages and disadvantages of decentralized transcribing systems.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.5 Understand the various types of machine transcription media and equipment.

TASK:

1.5.2 Describe three types of discrete media used in machine transcription.

PERFORMANCE STANDARD:

Student must understand the uses of and be able to list the advantages and disadvantages of: magnetic belts; of magnetic disks; and of cassettes.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Define media.
2. Define discrete media.
3. Describe magnetic tape media.
4. List advantages and disadvantages of magnetic tape media.
5. Describe magnetic disks.
6. List advantages and disadvantages of magnetic disks.
7. Describe use of cassettes as transcription media.
8. List advantages and disadvantages of cassettes in transcribing.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.5 Understand the various types of machine transcription media and equipment.

TASK:

1.5.3 Describe endless loop media.

PERFORMANCE STANDARD:

Student must understand and be able to list advantages and disadvantages of endless loop media.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Describe endless loop media.
2. List advantages and disadvantages of endless loop media in dictating and transcribing.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.5 Understand the various types of machine transcription media and equipment.

TASK:

1.5.4 Demonstrate knowledge of three types of dictation equipment.

PERFORMANCE STANDARD:

Student must understand and be able to list advantages and disadvantages of desktop units, of portable units, and of centralized recording systems.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Describe desktop dictation units.
2. List advantages and disadvantages of desktop units.
3 Describe portable dictation units.
4. List advantages and disadvantages of portable dictating units.

5. Describe methods of input into centralized dictation systems.
6. List advantages and disadvantages of using a centralized dictation system.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.6 Arrange work station and materials for proper transcription techniques.

TASK(S):

1.6.1 Determine equipment and supplies needed in transcribing.
1.6.2 Determine reference materials needed in transcribing.
1.6.3 Describe arrangement of equipment, supplies, and reference materials for efficient handling when transcribing.

TASK:

1.6.1 Determine equipment and supplies needed in transcribing.

PERFORMANCE STANDARD:

Student must prepare list of equipment and supplies needed in transcribing.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Identify types of equipment which may be used for keyboarding documents.
2. Identify components of transcribing equipment needed for transcribing.
3. List supplies needed when transcribing on a typewriter.
4. List supplies needed when using a word processor or computer for transcribing.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.6 Arrange work station and materials for proper transcription techniques.

TASK:

1.6.2 Determine reference materials needed in transcribing.

PERFORMANCE STANDARD:

Student must describe three basic reference materials used in transcribing.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Identify reference materials which may be used to check spelling and word division.
2. Describe reference materials which may be used to check punctuation, grammar, expression of numbers and capitalization.
3. List reference materials which may be used to check names and addresses.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.6 Arrange work station and materials for proper transcription techniques.

TASK:

1.6.3 Describe arrangement of equipment, supplies, and reference materials for efficient handling when transcribing.

PERFORMANCE STANDARD:

Student must justify proposed layout of equipment and materials at transcripionist's work station.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain importance of orderly work habits in transcribing.
2. Describe arrangement of equipment for efficient operation.
3. List items which should be within easy reach of transcriptionists.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.7 Develop good proofreading habits.

TASK(S):

1.7.1 Explain importance of proofreading.
1.7.2 Identify various techniques for proofreading.
1.7.3 Use standard proofreader's marks.

TASK:

1.7.1 Explain importance of proofreading.

PERFORMANCE STANDARD:

Student must understand and be able to explain importance of careful proofreading.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Point out seriousness of content errors in transcripts.
2. Predict consequences of grammatical errors and/or typographical errors.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.7 Develop good proofreading habits.

TASK:

1.7.2 Identify various techniques for proofreading.

PERFORMANCE STANDARD:

Student must describe three techniques used in proofreading.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. List types of errors for which proofreader should look.
2. State reasons for proofreading transcript more than one time.
3. Illustrate paper-bail technique of proofreading and list advantages of this method.
4. Describe "buddy" technique of proofreading important documents.

UNIT #1 BASIC CONCEPTS

LEARNING OUTCOME:

1.7 Develop good proofreading habits.

TASK:

1.7.3 Use standard proofreader's marks.

PERFORMANCE STANDARD:

Student must use legible standard proofreader's marks when editing typewritten letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain why all proofreaders should use same marks to indicate corrections to be made in transcripts.
2. Identify proofreader's marks which have been accepted as standard.
3. Demonstrate ability to use standard proofreader's marks when editing transcripts.

UNIT #2 TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.1 Listen to recorded media for content, priorities, and changes.

TASK(S):

2.1.1 Operate transcribing equipment.
2.1.2 Use transcribing equipment to listen to dictation.
2.1.3 Use transcribing equipment to listen to instructions.

TASK:

2.1.1 Operate transcribing equipment.

PERFORMANCE STANDARD:

Student must demonstrate ability to operate transcribing equipment.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded media (belt, tape, or disk), transcribing unit

PERFORMANCE STEPS:

1. Turn transcribing unit on with on/off switch.
2. Insert belt/tape/disk in transcribing unit.
3. Position headset (earphones) for comfort.
4. Place foot pedal within easy reach of right foot.
5. Depress foot pedal to begin playback.
6. Adjust speed, volume, and tone controls to obtain normal speaking rate and clear voice.
7. Transcribe material.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off transcribing unit.

ENABLING OBJECTIVES:

1. Identify on/off control.
2. Explain method of inserting belt/tape/disk in transcriber.
3. Explain use of volume, speed, and tone controls for comfortable listening.
4. Describe use of foot pedal to control voice playback.
5. Demonstrate use of earphones.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.1 Listen to recorded media for content, priorities, and changes.

TASK:

2.1.2 Use transcribing equipment to listen to dictation.

PERFORMANCE STANDARD:

Student must use transcribing equipment to listen to dictated business letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Belt/tape/disk containing business letter(s), transcribing unit

PERFORMANCE STEPS:

1. Turn transcribing unit on with on/off switch.
2. Insert belt/tape/disk in transcribing unit.
3. Position headset and foot pedal.
4. Adjust speed, volume, and tone controls for comfortable listening.
5. Listen to letter(s) on tape to learn content of dictated material.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off transcribing unit.

ENABLING OBJECTIVES:

1. Describe method of insertion and removal of belt/tape/disk in transcribing unit.
2. Identify accessories--headset and foot pedal.
3. Explain use of speed, volume, and tone controls.
4. Demonstrate ability to concentrate while listening to recorded voice.

UNIT #1: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.1 Listen to recorded media for content, priorities, and changes.

TASK:

2.1.3 Use transcribing equipment to listen to instructions.

PERFORMANCE STANDARD:

Student must use scanner or electronic cueing device to listen to special instructions given by dictator.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Notepad and pen/pencil, prerecorded belt/tape/disk containing business letters and instructions concerning priorities and changes, transcribing unit

PERFORMANCE STEPS:

1. Turn transcribing unit on with on/off switch.
2. Insert belt/tape/disk in unit.
3. Insert index slip (if available) in unit.
4. Position headset and foot pedal.
5. Adjust speed, volume, and tone controls for comfortable listening.
6. Use scanner to listen to instructions.
7. Write on notepad instructions concerning priorities and changes in dictation.
8. Remove belt/tape/disk and index slip.
9. Turn off transcribing unit.

ENABLING OBJECTIVES:

1. Describe method of insertion and removal of belt/tape/disk in transcribing unit.
2. Identify accessories--headset and foot pedal.
3. Explain use of speed, volume, and tone controls.
4. Demonstrate use of index slip (optional).
5. Explain use of scanner and/or electronic cueing device.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.2 Transcribe words and sentences.

TASK(S):

2.2.1 Transcribe list of words from belt/tape/disk.
2.2.2 Transcribe series of sentences from belt/tape/disk.

TASK:

2.2.1 Transcribe list of words from belt/tape/disk.

PERFORMANCE STANDARD:

Student must transcribe on typewriter or word processor a list of common business terms which have been prerecorded.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing list of common business terms, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for keyboarding.
2. Turn on transcribing unit.
3. Insert belt/tape/disk in transcribing unit.
4. Adjust volume, speed, and tone controls for comfortable listening.
5. Depress foot pedal to listen to first word.
6. Release foot pedal and type this word.
7. Repeat steps 4 and 5 for the next four words.
8. Depress foot pedal to listen to two words at a time.
9. Release foot pedal and type these two words.
10. Repeat steps 7 and 8 for remainder of words on belt/tape/disk.
11. Remove belt/tape/disk from transcribing unit.
12. Turn off transcribing unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to keyboard by touch.
2. Operate transcribing unit.
3. Demonstrate ability to concentrate on dictation.
4. Translate mental image into keystrokes.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.2 Transcribe words and sentences.

TASK:

2.2.2 Transcribe series of sentences.

PERFORMANCE STANDARD:

Student must demonstrate ability to transcribe sentences by listening to one thought unit at a time.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing series of sentences, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust speed, volume, and tone controls on transcribing unit.
4. Depress foot pedal to begin listening.
5. Release foot pedal and begin typing at end of first thought unit.
   NOTE: Example: We were pleased/
6. Repeat steps 4 and 5 in transcribing remaining thought units in first sentence.
   Example: to receive your order/ of September 30.
7. Use same procedure in transcribing remaining sentences on belt/tape/disk.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to use keyboard by touch.
2. Operate transcribing unit.
3. Break down sentences into thought units (clauses or phrases).
4. Translate mental images into keystrokes.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.3 Write grammatically correct sentences.

TASK(S):

2.3.1 Use correct sentence construction.
2.3.2 Use correct pronouns in sentences.
2.3.3 Use correct verbs in sentences.

TASK:

2.3.1 Use correct sentence construction.

PERFORMANCE STANDARD:

Student must transcribe series of sentences containing dangling modifiers and/or errors in parallel construction. Student must detect errors and rewrite sentences correctly.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorder belt/tape/disk containing series of sentences with either dangling modifiers or errors in parallel construction, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all sentences on belt/tape/disk.
5. Criticize structure of each transcribed sentence.
6. Underline sentences which contain errors in structure.
7. Rewrite sentences containing errors so that they are correct.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Define parallel construction.
2. Give example(s) of parallel construction in sentences.
3. Give example(s) of nonparallel construction in sentences.
4. Define a dangling modifier.
5. Give example(s) of dangling modifiers.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.3 Write grammatically correct sentences.

TASK:

2.3.2 Use correct pronouns in sentences.

PERFORMANCE STANDARD:

Student must transcribe series of sentences containing errors in pronoun usage. Student must identify and correct all pronoun errors.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing sentences with errors in pronoun usage, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe sentences as dictated.
5. Proofread each transcribed sentence for possible errors in pronoun usage.
6. Circle each incorrect pronoun found.
7. Write correct pronoun above each one circled.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Explain use of pronouns in sentences.
2. State rules for agreement of pronouns with antecedents.
3. List subjective case pronouns.
4. State rules for use of subjective case pronouns.
5. List objective case pronouns.
6. State rules for use of objective case pronouns.
7. List possessive case pronouns.
8. State rules for use of possessive case pronouns.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.3 Write grammatically correct sentences.

TASK:

2.3.3 Use correct verbs in sentences.

PERFORMANCE STANDARD:

Student must transcribe dictated sentences, then edit and correct errors in verb usage.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing series of sentences with errors in verb usage, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust speed, volume, and tone controls on transcribing unit.
4. Transcribe all sentences.
5. Criticize each sentence for agreement of subject and verb.
6. Underline incorrect verb forms.
7. Write correct verb form above incorrect one.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to keyboard by touch.
2. Operate transcribing unit.
3. List rules for subject-verb agreement.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.4 Use correct capitalization and correct expression of numbers.

TASK(S):

2.4.1 Apply rules for capitalization in business communications.
2.4.2 Apply rules for correct expression of numbers in business communications.

TASK:

2.4.1 Apply rules for capitalization in business communications.

PERFORMANCE STANDARD:

Student must use capital letters where needed when transcribing sentences.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing series of sentences containing proper mouns or other expressions requiring capitalization

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust speed, volume, and tone controls on transcribing unit.
4. Transcribe all sentences.
5. Proofread sentences for correct use of capitals.
6. Overwrite with pen/pencil any incorrect capitalization.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. List rules for capitalizing proper nouns and adjectives.
2. State rules for use of capital letters in abbreviations.
3. List rules for capitalizing titles of people and organizations.
4. List rules for capitalizing geographical locations.
5. List rules for capitalizing titles of literary or artistic works.
6. State rules for use of capitals in dates and events.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.4 Use correct capitalization and correct expression of numbers.

TASK:

2.4.2 Apply rules for correct expression of numbers in business communications.

PERFORMANCE STANDARD:

Student must express numbers correctly in transcribing sentences.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing series of sentences with words used incorrectly, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust speed, volume, and tone controls on transcribing unit.
4. Transcribe all sentences.
5. Edit these sentences for correct expression of numbers.
6. Cross out any numbers expressed incorrectly.
7. Write corrections in pen/pencil above incorrect expressions.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. State basic rules for expressing numbers in figures.
2. State basic rules for expressing numbers in words.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.5 Punctuate sentences correctly.

TASK(S):

2.5.1 Use correct punctuation at end of sentences.
2.5.2 Insert necessary commas and semicolons.
2.5.3 Use colons and dashes correctly in sentences.
2.5.4 Insert apostrophes in possessives and contractions.

TASK:

2.5.1 Use correct punctuation at end of sentences.

PERFORMANCE STANDARD:

Student must use correct end punctuation when transcribing sentences.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing declarative, exclamatory, and interrogative sentences, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.

3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all sentences.
5. Use correct punctuation at end of each sentence.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Define declarative sentence.
2. Name punctuation mark used at end of declarative sentence.
3. Define exclamatory sentence.
4. Name punctuation mark used after exclamatory sentence.
5. Define interrogative sentence.
6. Name punctuation mark used after interrogative sentence.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.5 Punctuate sentences correctly.

TASK:

2.5.2 Insert necessary commas and semicolons in sentences.

PERFORMANCE STANDARD:

Student must insert necessary commas and semicolons when transcribing sentences.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing series of sentences requiring use of commas and/or semicolons, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all sentences.
5. Insert commas and/or semicolons where needed.
6. Remove belt/tape/disk form transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Distinguish between clause and phrase.
2. Distinguish between independent and dependent clause.
3. Distinguish between simple, compound, complex, and compound-complex sentences.
4. List rules for use of comma and/or semicolon in compound sentences.
5. List rules for use of comma in complex sentences.
6. State rules for use of comma in compound-complex sentences.
7. Distinguish between restrictive and nonrestrictive clauses.
8. State rules for use of comma with nonrestrictive clauses.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.5 Punctuate sentences correctly.

TASK:

2.5.3 Insert colons and dashes when transcribing sentences.

PERFORMANCE STANDARD:

Student must insert necessary colons and/or dashes when transcribing sentences.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/dish containing series of sentences requiring use of either a colon or dash, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all sentences.
5. Insert colon and/or dash where needed.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. State rules for use of colon in enumerations.
2. State rules for use of colon with long quotations.
3. List rules for use of dash in setting off parenthetical elements from rest of sentence.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.5 Punctuate sentences correctly.

TASK:

2.5.4 Use apostrophes with possessives and contractions.

PERFORMANCE STANDARD:

Student must insert necessary apostrophes when transcribing sentences.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing series of sentences requiring use of apostrophes, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all sentences.
5. Insert apostrophes where necessary in possessives and contractions.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Distinguish between plural nouns and possessive nouns.
2. State rules for using apostrophe with singular possessives.
3. State rules for using apostrophe with plural possessives.
4. State rules for using apostrophe in contractions.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.6 Transcribe a variety of business correspondence.

TASK(S):

2.6.1 Transcribe short, medium, and long business letters.
2.6.2 Transcribe interoffice memos.

TASK:

2.6.1 Transcribe business letters of short, medium, and long length.

PERFORMANCE STANDARD:

Student must transcribe short, average, and long business letters with appropriate margins to produce picture-frame appearance.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing short, average, and long business letters, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Insert index slip (if available).
5. Scan belt/tape/disk to determine approximate length of letters.
6. Determine line length to be used in transcribing letters.
7. Transcribe all letters.
8. Remove belt/tape/disk/index slip from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Explain use of index slip and/or electronic cueing device to estimate approximate length of dictated items.
2. State correct line length to use with short letters (less than 100 words), average letters (between 100 and 200 words), and long letters (more than 200 words).

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.6 Transcribe a variety of business correspondence.

TASK:

2.6.2 Transcribe interoffice memoranda.

PERFORMANCE STANDARD:

Student must transcribe interoffice memos on plain paper and on preprinted memo forms.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Plain paper and preprinted memo forms, prerecorded belt/tape/disk containing interoffice memos, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe first memo on plain paper.
5. Supply four-line heading for this memo.
6. Transcribe remaining memos on preprinted memo forms.
   NOTE: Use correct margins at top and sides of memos.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. List four items included in heading of interoffice memos.
2. Describe placement of these four items in heading.
3. Identify correct top margin for interoffice memos.
4. Describe correct side margin settings for memos typed on plain paper and on preperinted memo forms.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.7 Proofread and correct transcribed correspondence (at the typewriter, word processor and/or computer).

TASK(S):

2.7.1 Proofread and correct transcripts at typewriter.
2.7.2 Proofread and correct transcripts on word processor or computer.

TASK:

2.7.1 Proofread and correct transcripts at typewriter.

PERFORMANCE STANDARD:

Student must transcribe on typewriter a business letter and interoffice memo; then proofread and correct all errors on typewriter.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing business letter and an interoffice memo, transcribing unit, typewriter

PERFORMANCE STEPS:

1. Prepare typewriter for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe business letter.
5. Use paper-bail method to proofread letter before removing paper from typewriter.
6. Use eraser, correction paper (coverup), or lift-off tape on typewriter (if available) to correct errors.
7. Transcribe interoffice memo.
8. Repeat steps 5 and 6 for memo.
9. Remove belt/tape/disk from transcribing unit.
10. Turn off unit.

ENABLING OBJECTIVES:

1. List various techniques for proofreading.
2. Demonstrate paper-bail method of proofreading.
3. Demonstrate use of eraser to make corrections that are not easily detectible.
4. Demonstrate use of cover-up tape to make corrections.
5. Demonstrate use of lift-off tape on typewriter to make corrections.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.7 Proofread and correct transcribed correspondence (at the typewriter, word processor and/or computer).

TASK:

2.7.2 Proofread and correct transcripts on word processor or computer.

PERFORMANCE STANDARD:

Student must use word processor or computer to keyboard letter and interoffice memo. Student must proofread and correct all errors before printing.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing business letter and interoffice memo, transcribing unit, work processor or computer

PERFORMANCE STEPS:

1. Prepare word processor or computer for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Open document file to contain letter and memo.
5. Keyboard letter and memo.
6. Scroll to top of file.
7. Proofread top line on screen.
8. Use cursor control keys and editing keys to correct any errors.
9. Scroll forward one line at a time.
10. Repeat steps 7 - 9 for each line in business letter and memo.
    NOTE: Alternate method--use card or ruler against screen to expose one line at a time so eyes do not jump ahead.
11. Print document file containing letter and memo.
12. Proofread hard copy of documents.
13. Remove belt/tape/disk from transcribing unit.
14. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to use cursor control keys.
2. Demonstrate ability to use editing keys to overkey, insert, or delte text.
3. Describe procedure for vertical scrolling on word processor or computer.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK(S):

2.8.1 Transcribe letters related to banking and insurance.
2.8.2 Transcribe letters related to retailing.
2.8.3 Transcribe letters related to the travel industry.
2.8.4 Transcribe letters related to manufacturing.

2.8.5 Transcribe a legal document.
2.8.6 Transcribe a patient's medical history.
2.8.7 Transcribe a technical document.

TASK:

2.8.1 Transcribe letters related to banking and insurance.

PERFORMANCE STANDARD:

Student must transcribe letters relative to banking and insurance. Letters must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

List of vocabulary words (with definitions) pertaining to banking and insurance, prerecorded belt/tape/disk containing letters relative to banking and/or insurance, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letters on tape.
5. Proofread transcripts.
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to banking and insurance.
2. Demonstrate understanding of meaning of banking and insurance terms.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK:

2.8.2 Transcribe letters related to retailing.

PERFORMANCE STANDARD:

Student must transcribe letters relative to retailing. Letters must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

List of vocabulary words (with definitions) pertaining to retailing, prerecorded belt/tape/disk containing letters relative to retailing, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all letters on tape.
5. Proofread transcripts.
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to retailing.
2. Demonstrate understanding of retailing terms.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK:

2.8.3 Transcribe letters related to travel industry.

PERFORMANCE STANDARD:

Student must transcribe letters relative to travel industry. Letters must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

List of vocabulary words (with definitions) pertaining to travel, prerecorded belt/tape/disk containing letters relative to travel, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all letters on tape.
5. Proofread transcripts.
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to travel.
2. Demonstrate understanding of travel terms.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK:

2.8.4 Transcribe letters related to manufacturing.

PERFORMANCE STANDARD:

Student must transcribe letters relative to manufacturing. Transcripts must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

List of vocabulary words (with definitions) pertainint to manufacturing, prerecorded belt/tape/disk containing letters relative to manufacturing, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.

3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe all letters on tape.
5. Proofread transcripts.
6. Correct all errors in transcripts.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to manufacturing.
2. Demonstrate understanding of manufacturing terms.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK:

2.8.5 Transcribe a legal document.

PERFORMANCE STANDARD:

Student must transcribe a legal document in correct legal format. Document must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Typewriter or word processor, transcribing unit, list of vocabulary words (with definitions) pertaining to law, prerecorded belt/tape/disk containing legal document

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe the legal document.
5. Proofread the transcript.
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to law which have been provided.
2. Demonstrate understanding of meaning of vocabulary words given on list.
3. State rules for formatting a legal document.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK:

2.8.6 Transcribe a patient's medical history.

PERFORMANCE STANDARD:

Student must transcribe patient's medical history using acceptable format. History must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

List of vocabulary words (with definitions) pertaining to the health field, prerecorded belt/tape,disk containing patient's medical history, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe patient's medical history.
5. Proofread the transcript.
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to the health field.
2. Demonstrate understanding of medical terms.
3. Describe an acceptable format for a medical case history.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.8 Transcribe recorded dictation from various occupational areas to increase related vocabulary.

TASK:

2.8.7 Transcribe a technical document.

PERFORMANCE STANDARD:

Student must transcribe technical document in manuscript form. Manuscript must be in mailable copy form, i.e., with no errors in keyboarding, spelling, punctuation, or grammar.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

List of vocabulary words (with definitions) pertaining to technology, prerecorded belt/tape/disk containing technical document, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe document in manuscript form.
5. Proofread document.
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to spell vocabulary words related to technology.
2. Demonstrate understanding of technical terms.
3. Describe correct format for manuscripts.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.9 Develop foot, ear, and hand coordination to increase transcription speed and efficiency.

TASK(S):

2.9.1 Listen to an "earful" at a time when transcribing.
2.9.2 Increase transcribing speed by typing continuously.

TASK:

2.9.1 Listen to an "earful" at a time when transcribing.

PERFORMANCE STANDARD:

Student must demonstrate ability to listen to an "earful" at a time when transcribing.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Typewriter or word processor, transcribing unit, prerecorded belt/tape/disk containing dictated paragraph(s)

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Depress foot pedal to begin listening.
5. Begin typing while listening to as many words as the mind can remember.
6. After listening to this "earful," release foot pedal while continuing to type.
7. When almost finished typing this earful, depress foot pedal again.
8. Listen to next earful while continuing to type.
9. Repeat this procedure until all dictation has been transcribed.
10. Remove belt/tape/disk from transcribing unit.
11. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to remember several thought units at one time when transcribing.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.9 Develop foot, ear, and hand coordination to increase transcription speed and efficiency.

TASK:

2.9.2 Increase transcribing speed by typing continously.

PERFORMANCE STANDARD:

Student must be able to transcribe mailable copy at speed equal to one-half to two-thirds of own normal keyboarding speed.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Printed material with word count, prerecorded belt/tape/disk containing several dictated paragraphs, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Type for one minute from printed material to determine base keyboarding rate.
5. Multiply base keyboarding rate by 1/2 to obtain desired transcription rate.
6. Transcribe for one minute from belt/tape/disk to determine beginning transcription rate.
   NOTE: Use 50-space line to make it easier to estimate words transcribed.
7. Repeat step 6 until number of words transcribed equals one-half of keyboarding rate.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to keyboard by touch at rate of at least 30 words a minute.
2. Demonstrate ability to keyboard smoothly and continuously while transcribing.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.10 Utilize various reference materials.

TASK(S):

2.10.1 Use dictionary to check spelling.

2.10.2 Use dictionary or word book to check syllabication for word division.
2.10.3 Use secretarial handbook or reference manual to check punctuation rules.
2.10.4 Use zip code directory to locate zip codes.

TASK:

2.10.1 Use dictionary to check spelling.

PERFORMANCE STANDARD:

Student must use dictionary to check spelling when transcribing business letter(s) containing words not commonly used.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Typewriter or word processor, transcribing unit, dictionary, prerecorded belt/tape/disk containing paragraph(s) using words not commonly used

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s).
5. Locate spelling of unknown words in dictionary.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Use dictionary to find spelling of words not in common use.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.10 Utilize varous reference materials.

TASK:

2.10.2 Use dictionary or word book to check syllabication for dividing words.

PERFORMANCE STANDARD:

Student must be able to use dictionary or word book to check syllabication for correct word division when transcribing.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Dictionary or word book, prerecorded belt/tape/disk containing paragraphs, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe paragraphs.
5. Use dictionary or word book when dividing words at the end of lines.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Determine syllabication of words from dictionary or word book.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.10 Utilize various reference materials.

TASK:

2.10.3 Use secretarial handbook or reference manual to check punctuation, capitalization, expression of numbers.

PERFORMANCE STANDARD:

Student must use secretarial handbook to reinforce decisions on punctuation, capitalization, and expression of numbers when transcribing business letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded belt/tape/disk containing business letter(s) with nonrestrictive clause, titles, and numbers, secretarial handbook, transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.

4. Transcribe letter(s).
5. Use secretarial handbook when in doubt about punctuation, capitalization, or expression of numbers.
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Locate rules in handbook for capitalization, expression of numbers, and punctuation.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.10 Utilize various reference materials.

TASK:

2.10.4 Use zip code directory to locate zip codes.

PERFORMANCE STANDARD:

Student must use zip code directory to supply missing zip codes when transcribing letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Prerecorded tape containing letter(s) with missing zip code, transcribing unit, typewriter or word processor, zip code

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s).
5. Use zip code directory to obtain missing zip code(s).
6. Remove belt/tape/disk from transcribing unit.
7. Turn off unit.

ENABLING OBJECTIVES:

1. Use zip code directory to locate zip code for city in another state.
2. Use zip code directory to find zip code for local street address.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.11 Use acceptable business letter styles and state abbreviations.

TASK(S):

2.11.1 Use block style in transcribing business letters.
2.11.2 Use modified block style in transcribing business letters.
2.11.3 Use simplified letter style in transcribing business letters.
2.11.4 Use two-letter state abbreviations.

TASK:

2.11.1 Use block style in transcribing business letters.

PERFORMANCE STANDARD:

Student must use block style in transcribing business letter(s) in mailable copy form.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Correction materials, reference materials, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s) in block style.
5. Proofread letter(s).
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Describe block style format for business letters.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.11 Use acceptable business letter styles and state abbreviations.

TASK:

2.11.2 Use modified block style in transcribing business letters.

PERFORMANCE STANDARD:

Student must use modified block style in transcribing business letter(s) in mailable copy form.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Correction materials, reference materials, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s) in modified block style.
5. Proofread letter(s).
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Describe modified block style format for business letters.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.11 Use acceptable business letter styles and state abbreviations.

TASK:

2.11.3 Use simplified letter style in transcribing business letters.

PERFORMANCE STANDARD:

Student must use simplified letter style in transcribing business letter(s) in mailable copy form.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Correction materials, reference materials, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s) in simplified style.
5. Proofread letter(s).
6. Correct all errors.
7. Remove belt/tape/disk from transcribing unit.
8. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to keyboard by touch.
2. Operate transcribing unit.
3. Describe simplified letter format for business letters.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.11 Use acceptable business letter styles and state abbreviations.

TASK:

2.11.4 Use two-letter state abbreviations.

PERFORMANCE STANDARD:

Student must use correct two-letter state abbreviations in transcribing business letters in mailable copy form.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Correction materials, reference materials, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s) in mailable copy form.
5. Proofread letter(s).
6. Correct all errors.
7. Use correct two-letter state abbreviations.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. List two-letter state abbreviations recommended by U.S. Postal Service.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.12 Utilize work measurement to improve the quality of transcription.

TASK(S):

2.12.1 Use line count scale to calculate lines transcribed.
2.12.2 Use work measurement techniques to measure rate of transcription.

TASK:

2.12.1 Use line count scale to calculate lines transcribed.

PERFORMANCE STANDARD:

Student must use line count scale (template or overlay) to measure lines transcribed in business letter(s). Letter(s) must be transcribed in mailable copy form.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Correction materials, reference materials, line count template or overlay, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.

3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s).
5. Proofread letter(s).
6. Correct all errors.
7. Use line count scale (overlay or template) to count total lines transcribed.
8. Remove belt/tape/disk from transcribing unit.
9. Turn off unit.

ENABLING OBJECTIVES:

1. Demonstrate ability to use line count device to calculate lines transcribed.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.12 Utilize work measurement to improve the quality of transcription.

TASK:

2.12.2 Use work measurement techniques to measure rate of production.

PERFORMANCE STANDARD:

Student must use weighting techniques and time measurement along with line count to determine rate in transcribing mailable business letter(s).

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Clock, correction materials, line count scale, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor, weighting scale

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Transcribe letter(s) in mailable copy form.
5. Record beginning and ending transcription times.
6. Proofread letter(s).
7. Correct all errors.
8. Use line count scale (template or overlay) to determine lines transcribed.

9. Multiply total lines by weighting given for business letters.
10. Divide answer in step 9 by total minutes used in transcribing.
11. Remove belt/tape/disk from transcribing unit.
12. Turn off unit.

ENABLING OBJECTIVES:

1. Describe procedure for finding transcription production rate, using line count, weighting, and time used.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.13 Accurately post to a transcriber's daily log.

TASK(S):

2.13.1 Use daily log sheet to identify each item transcribed and time used.
2.13.2 Use daily log sheet to record line count and weighting and to calculate production rate.

TASK:

2.13.1 Use daily log sheet to identify each item transcribed and time used.

PERFORMANCE STANDARD:

Student must use daily log sheet to record business letter(s) transcribed in mailable copy form.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Clock, correction materials, daily log sheet, reference materials, line count scale, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Use daily log sheet to record identification (e.g., name of addressee of code) for each letter before transcribing.

5. Use daily log sheet to record beginning and ending transcription times for each letter.
6. Transcribe letter(s) in mailable copy form.
7. Proofread letter(s).
8. Correct all errors.
9. Remove belt/tape/disk from transcribing unit.
10. Turn off unit.

ENABLING OBJECTIVES:

1. Devise system for identifying items transcribed.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.13 Accurately post to a transcriber's daily log.

TASK:

2.13.2 Use daily log sheet to record line count and weighting and to calculate production rate.

PERFORMANCE STANDARD:

Student must use daily log sheet to record line count in letter(s) transcribed in mailable copy form, to use weighting scale, and to calculate production rate.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Clock, correction materials, daily log sheet, reference materials, prerecorded belt/tape/disk containing business letter(s), transcribing unit, typewriter or word processor

PERFORMANCE STEPS:

1. Prepare typewriter/word processor for transcribing.
2. Insert belt/tape/disk in transcribing unit.
3. Adjust volume, speed, and tone controls for comfortable listening.
4. Use daily log sheet to record identification of each item transcribed and transcription times.
5. Transcribe letter(s) in mailable copy form.
6. Proofread letter(s).
7. Correct all errors.
8. Record on daily log sheet the line count for each item transcribed.

9. Record on daily log sheet lines transcribed multipled by weighting for business letters.
10. Calculate production rate.
11. Remove belt/tape/disk from transcribing unit.
12. Turn off unit.

ENABLING OBJECTIVES:

1. Describe procedure for calculating production rate.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.14 Understand the integration of machine transcription into the word processing cycle.

TASK:

2.14.1 Describe function of machine transcription in word processing cycle.

PERFORMANCE STANDARD:

Student must describe function of machine transcription in word processing cycle.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Discuss concept of information processing in today's office.
2. Define elements (input, processing, output) of word processing cycle.
3. Compare machine transcription with longhand and shorthand dictation as method of input in word processing cycle.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.15 Display a knowledge of machine transcription hardware in order to correct minor machine problems.

TASK:

2.15.1 Check electrical connections, media insertion, machine controls, and cleanliness of equipment.

PERFORMANCE STANDARD:

Student must prepare for transcription by checking all electrical connections, media, and controls.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Transcribing unit

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Explain importance of checking electrical connections.
2. State procedure for connecting accessories to transcribing unit.
3. Demonstrate correct method of inserting and removing media from transcribing unit.
4. Discuss correct method of handling media.
5. Demonstrate use of controls on transcribing unit.
6. Discuss procedure for cleaning transcribing unit.

UNIT #2: TRANSCRIBING BUSINESS CORRESPONDENCE

LEARNING OUTCOME:

2.16 Develop human relation skills to effectively communicate with the originator of the document.

TASK:

2.16.1 Use discretion, courtesy, and tact in contacting originator of documents.

PERFORMANCE STANDARD:

Student must use all available reference materials and consult supervisor before contacting originator of document about questions in dictation.

TOOLS, RESOURCES, EQUIPMENT AND SITUATIONS:

Not Applicable

PERFORMANCE STEPS:

Not Applicable

ENABLING OBJECTIVES:

1. Demonstrate ability to use reference materials.
2. Demonstrate resourcefulness in finding information.
3. Evidence good judgment in choosing time and place to contact originator.
4. Show courtesy and tact in all oral communications.